**3rd Grade Language Lesson Plans for Mrs. Dean**  **Week of:**

**Unit 1 If You Made a Million~ Grammar: Commands/Exclamations & Spelling: Unit 4 Long Vowel Digraphs**

**Monday- COS** 3.1, 3.9, 3.10, 3.13 **Obj.** SW take a pretest to correctly spell words that are Long Vowel Digraphs; define and identify commands and exclamations.

**Method-** 1)Review Morning DOL using the document camera/Active Board 2)Spelling Unit 4 Pretest 3)Go over Spelling words & patterns orally, & SW highlight any misspelled words from the pretest 4)Read together blue box page 68 5)Guided Practice pg 68; SW write an example of a command on a post it note and an example of an exclamation on another post it note to attach to a t-chart; SW share the post it notes; TW listen for correct identification between commands/exclamations as well as look for correct sentence components 6)SW who missed any spelling words will write words correctly 2x’s each; students who made 100 will have AR time

**Evaluation-** Teacher Observation/Participation

**Statement of Student Engagement-** Students will write a command and a exclamation.

**Materials-** DOL, Unit 4 Spelling, Loose leaf paper, Grammar/Writing Book, Highlighters**,** Post It Notes

**Tuesday- COS**- 3.1, 3.9, 3.10, 3.13; **Obj.** SW practice writing Unit 4 Spelling Words; Use commands/exclamations correctly in writing

**Method-** 1)Review Morning from DOL using the document camera/Active Board 2)TW supply each child with a spelling word; SW write spelling words on board by long vowels; choral read spelling words 3)Review pg 68 4)Guided Practice pg 69 orally; SW write an exclamation mark and a period mark for command on 2 separate post it notes; TW read examples of both & SW hold up their response on post it notes 5)Independent Practice pg 71 on loose leaf paper

**Evaluation-** Daily Grade pg 71

**State of Student Engagement-** Students will identify the difference between exclamations and commands and include both correctly in their writing.

**Materials-** DOL, Loose leaf paper, Pencil, Unit 4 Spelling, Grammar & Writing Book

**Wednesday-** **COS** 3.1, 3.9, 3.10, 3.13 **Obj.** SW- Complete an Assessment on using exclamations and commands correctly

**Method-** 1)Review Morning DOL using the document camera/Active Board 2)2 min. spelling write on the board with pass the marker 3)Review exclamations/commands pg 70 by saying answers orally 4)Exclamation/Command Test 5)Writing Workshop- Prompt- If I Had a Million Dollars, I would….TW encourage students to think of ways to help our school, community, various charities, etc. so that they are just writing about wants 7)TW guide the students with brainstorming ideas; SW write what the teacher writes while also adding their own ideas

**Evaluation-** Exclamation/Command Assessment/Teacher Observation

**Statement of Student Engagement-** Students will complete an assessment by using and writing exclamations and commands correctly, and participate in a Writing Workshop by brainstorming ideas on a given prompt.

**Materials-** DOL, Grammar & Writing Book, Pencil, Exclamation/Command Test, CPA Notebook

**Thursday-** **COS** 3.1, 3.9, 3.10, 3.13; **Obj.** SW correctly spell Unit 4 Long Vowel Digraphs correctly for a Spelling Test;

**Method-** 1)Review Morning from DOL using document camera/Active Board 2)Spelling Test on Unit 4 3)SW write a rough draft on yesterday’s prompt in the form of at least one paragraph (5-6 sentences). 4)Teacher will conference with students in small groups or one on one to assist with the editing part of the writing process.

**Evaluation-** Long Vowel Digraph Spelling Assessment; Writing Workshop Participation/Observation

**Statement of Student Engagement-** Students will write words of Long Vowel Digraphs correctly for a Spelling Test, and students will follow the steps of the writing process by writing a rough draft on a given prompt to complete at least one paragraph.

**Materials-** DOL, CPA Notebook, Pencil, Loose leaf paper

**Friday-** **COS** 3.1, 3.9, 3.10, 3.13 **Obj.** SW- Practice write Spelling Unit 5 neatly in print, identify spelling list pattern; Publish/Illustrate Personal Narrative

**Method-** 1)TW model say, write, & discuss next week’s spelling words (Unit 5: Vowel Dipthongs) on the board orally; SW write spelling words neatly onto the Family Times Reading Workbook Page for next week’s story 2)SW read/discuss Newsletter/Teacher Webpage, Spelling List, Word of the Week, & Homework Packet 3)SW finish publishing/illustrating at least one paragraph (5-6 sentences).

**Evaluation-** Sentence Mechanics

**Statement of Student Engagement-** Students will practice write Unit 5 Spelling Words, and publish/illustrate a paragraph on what they’d do if they had a million dollars.

**Materials-** Spelling List, Newsletter, Family Times Workbook Page, Homework Packet, Paper, Pencil, Colors